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OTR BULLETIN

JUNE - JULY 1968

SECRET
CIA INTERNAL USE ONLY

OTR BULLETIN

Purpose

The purpose of the Office of Training BULLETIN is:

(a) To acquaint Training Officers, Supervisors, Managerial personnel and others with information on training opportunities within and outside the Agency.

(b) To publish special articles dealing with education and training policy, philosophy, methods and techniques, and with training-related subjects of particular interest.

(c) To provide specific procedural and organizational information for Training Officers and Assistants.

(d) To promote interest in the potential of education and training as an essential aid in achieving Agency goals.

Recommendations for improving this service may be directed in writing to the Registrar, OTR, 1000 North Glebe Road, or by

25X1A   telephone to extension

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Report of a special Presidential Task
Force which examined Government
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Calendar of OTR Courses: June
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The language laboratories offer a
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A description of their use and limitations
appears on page 31.

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An HEW Publication American Education
takes "A Close Look at the CIA", page 34.

For parents whose children plan to
attend college, suggestion timing and
procedural aids on page 46.

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BULLETIN

BOARD

EDUCATIONAL
TELEVISION

The Office of the Registrar, OTR has received from
the National Center for School and College Television
(NCSCT) materials describing instructional television
courses available for elementary, secondary, college,
extension, industrial, and continuing professional
education. Most of the courses available now are for
use in elementary and secondary schools, or to
supplement the work of professors on college campuses,
but some of the higher education courses can be used
independently for non-credit programs or short
offerings. The higher education collection of 40 courses,
dealing with subjects in the humanities, the social
sciences, and the natural sciences, is equivalent to the
first two years of a basic college curriculum. The
NCSCT, established in 1965, is a joint project of the
U.S. Office of Education and the Indiana University
Foundation. Its purpose is to help insure the availability
of effective television materials by acquiring existing
lessons suitable for national distribution, improving
telecourses already produced, and developing new materials
specifically designed for widespread use. These materials
are available for examination in the Office of the Registrar,
OTR.

FEDERAL
EXECUTIVE
INSTITUTE

The new Federal Executive Institute for advanced study
by top civil service executives will be located in
Charlottesville, Va. It will be housed temporarily in
the Thomas Jefferson Inn, a motel overlooking the
intersection of U.S. 29 and U.S. 250 bypass, about 125
miles from Washington. The Institute will be operated
by the Civil Service Commission in cooperation with the
University of Virginia and will have its first class in
October. Each class will accommodate 60 persons in
eight-week sessions, with at least five different classes
a year. Students are limited to those in Grades GS-16
though GS-18. We anticipate that selection will be made
through the Training Selection Board. Senior Training
Officers will be notified when nominations are due.

CLERICAL
TRAINING
AND
TESTING

COURSES

OTR's refresher courses in typewriting and shorthand
will be given:

1 - 26 July	14 October - 8 November
5 - 30 August	18 November - 13 December
9 September - 4 October	

Before taking either course, or both, an employee is
required to take a preliminary test or tests given by
the Clerical Training Faculty (CTF). The results
are used to determine the level of the course the
employee should take. These tests are given on
Wednesday, typewriting at 9:30 a.m. and shorthand
at 10:30 a.m. Dates for the preliminary tests in the
above courses are:

26 June	9 October
31 July	13 November
4 September	

Submission of a Form 73 to AIB/RS for refresher training
is all that is required to initiate testing. Training Officers
are notified directly by CTF as to time and place to report.

QUALIFICATION TESTS

The CTF gives the Agency's tests in typewriting and
shorthand to employees who want to qualify as typists and
stenographers. Training Officers or Personnel Officers
must arrange registration directly with CTF, extension [ ]
before 5 p.m. the Thursday immediately preceding the
desired Monday testing. Qualification tests in both typewriting
and shorthand are given on the same morning, typewriting
at 9 a.m. and shorthand at 10:30 a.m. CTF notifies Training
Officers or Personnel Officers of the results of the tests.

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Tests will be given on: 15 July, 29 July, 12 August,
3 September, 16 September,
7 October, 21 October, 12 November,
2 December, 16 December

Applicants report to Room 416, Ames Building.

NON-BEHAVORIAL
TRAINING
OBJECTIVES

In October 1967, the Office of Training presented a "Performance Objectives Workshop" for OTR and the Office of Communications instructor personnel. The consensus was that the theories presented on objectives (and on educational technology) was well worthwhile. Excerpted below are portions of a presentation given to the American Society for Training and Development (ASTD) as reported in their April 1968

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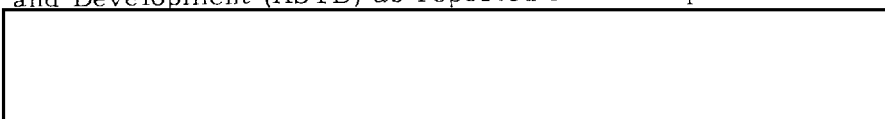
NON-BEHAVORIAL TRAINING OBJECTIVES

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According to [   ] all training objectives, regardless of the end product desired, have one thing in common. That is to allow a decision to be made, based on observable performance, whether a program has accomplished its purposes. When vague, broad, and ambiguous words such as understanding, becoming sensitive to, appreciating, and become aware of, are used, the purpose of writing objectives is defeated - no one really knows what is meant. Specific, detailed, and observable performances are required in training objectives. Having decided what is necessary, the next problem faced in writing objectives is to recognize when they are detailed, specific, and provide observable performances. This can be done when they contain the following six components:

Who is to exhibit the performance: individuals, pairs, or groups.

What is the doer expected to do. What precisely is he - or they - to do: draw a diagram, name an object, or perform a motion.

Who or what is going to initiate the action. A machine, the teacher, the trainee, etc.

What will be used in the performance. Hand, tool, pencil, book, etc.

What is an acceptable response. It is very possible - indeed highly likely - that there may be any number of acceptable responses. Very few performance objectives have only a single acceptable response.

What, if any, special instructions are there.

Of this list, 5 were fairly simple and straightforward.
Number 2 is the most difficult, primarily because there
are so many action verbs available. The solution here
lies in settling on a few that occur frequently. One
technique of selecting verbs appropriate to particular
training areas is to use performance synonyms.

Have someone pick up, then select, and then choose, a
piece of paper. Each time there will be three performances
initiated by three action verbs, each performance slightly
different, but, possessing similarities. Thus, pick up,
choose, and select are behavorial - or performance -
synonyms. Use any one of the three, and a similar
performance will be elicited. When an objective is to
involved choosing, selecting, or picking up, pointing
to, recognizing, or acknowledging - the verb identify can
be used. When so used, it belongs to a particular class
of performance.

Think of the numbers two, four, and six. Arrange them
from the smallest to the largest. Now, order them from
the smallest to the largest. Would the performance
elicited using the verbs arrange and order be different
or similar? It would be similar. Are arrange and order
behavorial synonyms for identify? No. A different kind
of performance is done according to a characteristic.
Order is another useful verb in writing objectives. Using
the same analogy, name is not a behavorial synonym for
either identify or order.

Show what you would do to decide an issue. Demonstrate
a procedure for deciding whether an answer is true or
false. Two action verbs are used, one for each sentence:
first, show me; secondly, demonstrate. Are they
behavorial synonyms - both cases the trainee does through
a procedure? Is identify, order, or name behavorial
synonyms? No. Identify doesn't require a procedure,
nor does the other two. A new category is now involved -
demonstrate.

Action verbs evoke a performance, and the similarities of
performances allow for them to be grouped under classes
of performances. You don't need to use all verbs - what
is required is an operational set that fits your particular
needs.

Regardless of the training program, there are classes
of performances that the trainees - hopefully - will
exhibit; classes that can be delineated by using an
operational set of action verbs. [   ] suggests
nine: identify, name, order, describe, construct,
demonstrate, state a rule or apply a rule and distinguish.

Using the above technique and criteria, training
objectives can be written that call for observable
performances.

OTR CALENDAR

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

ADP Orientation — 11 - 13 June
Administrative Procedures — 3 - 7 June
— 24 - 28 June

25X1

Chiefs of Station Seminar — 3 - 14 June
CIA Review — 10 - 21 June
Counterintelligence Familiarization — 11 June

25X1 Seminar — 17 - 26 June
(Sun) 9 - 12 June
Information Reporting, Reports, and Requirements — 10 - 28 June
Intelligence Research Techniques (for NPIC) — 3 - 14 June
Intelligence Production (for CTs) — 3 June - 2 Aug
Introduction to Communism — 3 - 14 June

25X1 — 3 - 21 June

Support Services (for CTs) — 3 June - 12 July
Support Services Review: Trends and Highlights — 4 - 7 June
Vietnam Area — 10 - 14 June
Vietnam Station Orientation — 18 - 20 June
Writing Workshop (Basic) — 18 June - 11 July
Writing Workshop (Intermediate) — 17 June - 10 July
Orientation for Overseas — 4 - 5 June

JULY

S	M	T	W	T	F	S
		1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Challenge of Worldwide Communism	22 July - 9 Aug
Clerical Refresher	1 - 26 July
CS Records I	8 - 12 July
CS Records II	15 - 19 July
CS Records III	22 - 23 July
Field Finance and Logistics	29 July - 16 Aug
Information Reports Familiarization	8 - 12 July
	15 - 19 July
Intelligence Techniques	22 July - 9 Aug
Introduction to Intelligence	29 July - 9 Aug
Midcareer Executive Development	21 July - 30 Aug
Orientation to Intelligence (for CTs)	8 - 19 July
Orientation for Overseas	2 - 3 July

AUGUST

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Administrative Procedures	5 - 9 Aug
	26 - 30 Aug
Challenge of Worldwide Communism	12 - 30 Aug
Clerical Refresher	5 - 30 Aug
Intelligence Techniques	12 - 30 Aug
Orientation for Overseas	1 - 2 Aug
Supervision	5 - 9 Aug
Vietnam Area	5 - 9 Aug
Vietnam Paramilitary Orientation	19 - 22 Aug
Vietnam Station Orientation	13 - 15 Aug

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Administrative Procedures — 16 - 20 Sept
Advanced Management (Planning) — 22 - 27 Sept
China Familiarization — 9 - 13 Sept

25X1 [ ] — 16 - 20 Sept

Clerical Refresher — 9 Sept - 4 Oct
Counterintelligence Operations — 3 - 13 Sept

25X1 [ ]Seminar — 29 Sept - 2 Oct
Clandestine Scientific & Technical Operations — 30 Sept - 11 Oct
CS Desk Orientation (for CTs) — 3 Sept
CS Records I (for CTs) — 4 Sept
CS Records II (for CTs) — 5 - 12 Sept
Effective Speaking — 4 Sept - 6 Nov
Field Finance and Logistics — 9 - 27 Sept
Geography of Communist China — 16 Sept - 4 Oct
Information Reporting, Reports & Requirements — 9 - 27 Sept
Introduction to Intelligence — 9 - 20 Sept
Management — 9 - 13 Sept
Managerial Grid — 15 - 20 Sept
Operations, Phase II — 3 Sept - 1 Nov

25X1 [ ] — 3 - 20 Sept

Operations Familiarization — 3 - 27 Sept
Operations Support — 30 Sept - 18 Oct
Orientation for Overseas — 3 - 4 Sept
Soviet Bloc Operations — 16 - 27 Sept
Support Services Review: Trends & Highlights — 10 - 13 Sept
Vietnam Area — 9 - 13 Sept
Vietnam Paramilitary Orientation — 23 - 26 Sept
Vietnam Station Orientation — 17 - 19 Sept
Writing Workshop (Basic) — 3 - 26 Sept
Writing Workshop (Intermediate) — 4 - 25 Sept

OCTOBER

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20	21	22	23	24	25	26
27	28	29	30	31		

Administrative Procedures	7 - 11 Oct, 28 Oct - 1 Nov
ADP Orientation	1 - 3 Oct
Basic Country Survey: USSR	28 Oct - 8 Nov
Chiefs of Station Seminar	7 - 18 Oct
China Familiarization	28 Oct - 1 Nov
Clerical Refresher	14 Oct - 8 Nov
Counterintelligence Familiarization	7 - 16 Oct
CS Records I	21 - 25 Oct
CS Records II	28 Oct - 1 Nov
Information Reports Familiarization	7 - 11 Oct, 21 - 25 Oct
Introduction to Map Reading & Imagery Analysis	28 Oct - 15 Nov
Intelligence Briefing	8 - 31 Oct
Intelligence Production	7 Oct - 6 Dec
Introduction to Communism	14 - 25 Oct
Introduction to Intelligence	7 - 18 Oct
Midcareer Executive Development	13 Oct - 22 Nov
Operations, Phase I	7 Oct - 17 Jan 69
Orientation for Overseas	1 - 2 Oct
	27 - 30 Oct
Senior Management Seminar	20 - 25 Oct
Supervision	28 Oct - 1 Nov
Support Services (for CTs)	7 Oct - 15 Nov
Support Services Review: Trends & Highlights	15 - 18 Oct
Systems Development Process (Brandon)	15 - 17 Oct
Vietnam Area	14 - 18 Oct
Vietnam Paramilitary Orientation	28 - 31 Oct
Vietnam Station Orientation	22 - 24 Oct

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NOVEMBER

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

Administrative Procedures	25 - 29 Nov
ADP Orientation	12 - 14 Nov
Challenge of Worldwide Communism	18 Nov - 6 Dec
Clerical Refresher	18 Nov - 13 Dec
Counterintelligence Operations	25 Nov - 6 Dec
CS Desk Orientation (for CTs)	18 Nov
CS Records I (for CTs)	19 Nov
CS Records II (for CTs)	20 - 27 Nov
CS Records III	4 - 5 Nov
CS Review	4 - 15 Nov
Field Finance and Logistics	18 Nov - 6 Dec
Information Reporting, Reports, & Requirements	4 - 22 Nov
Intelligence Techniques	18 Nov - 6 Dec
Introduction to Intelligence	18 - 29 Nov
Managerial Grid	17 - 22 Nov
[ ]	4 - 22 Nov
Orientation to Intelligence (for CTs)	4 - 15 Nov
Orientation for Overseas	5 - 6 Nov
	26 - 27 Nov
Soviet Bloc Operations	12 - 22 Nov

25X1

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Administrative Procedures	16 - 20 Dec
ADP Orientation	17 - 19 Dec
Advanced Management (Planning)	8 - 13 Dec
Challenge of Worldwide Communism	9 Dec - 3 Jan 69
Counterintelligence Familiarization	9 - 18 Dec
⬚ Seminar	1 - 4 Dec
CS Records I	2 - 6 Dec
CS Records II	9 - 13 Dec
CS Records III	16 - 17 Dec
Information Reports Familiarization	2 - 6 Dec
	9 - 13 Dec
Intelligence Review	2 - 13 Dec
Intelligence Techniques	9 Dec - 3 Jan 69
Management	2 - 6 Dec
Operations Support	2 - 20 Dec
Support Services Review: Trends & Highlights	3 - 6 Dec
Systems Development Process (Brandon)	10 - 12 Dec
Vietnam Area	2 - 6 Dec
Vietnam Paramilitary Orientation	16 - 19 Dec
Vietnam Station Orientation	10 - 12 Dec

25X1

OTR COURSES

Administrative Procedures (3 1/2 or 5 days - all day)

> For clerical employees who support the CS at headquarters.
> All students attend the first 3 1/2 days for coverage of Agency
> organization, dispatch and cable procedures, domestic travel and
> reimbursement vouchers, and operational terminology. CS sponsored
> students remain the extra 1 1/2 days for coverage of CS records and
> project procedures.
> Given in Washington area.
> No other prerequisites.

ADP Orientation (3 days - all day)

> For users and potential users of computer services within the
> Agency.
> A general orientation on automatic data processing is provided.
> Given in Washington area.
> No other prerequisites.

Advanced Management (Planning) (1 week - Sunday afternoon through Friday)

> For all officers, line or staff (GS-13 or above), who have a need
> for better understanding of managerial planning. Not designed for
> personnel engaged in full-time PPB; however, they are not excluded.
> General methodology for planning, selected techniques used in
> planning, analysis of different planning styles and overall Agency
> system for planning, programming, and budgeting. Required pre-
> course reading involving 10 hours. Because of this, registrations
> cannot be accepted later than 2 weeks prior to the scheduled starting
> date.
> Given at either
> No other prerequisites.

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25X1A

Basic Country Survey: USSR (2 weeks - all day)

For professional employees whose work requires a basic and
comprehensive knowledge of the Soviet Union.
A brief study of Tsarist Russia and developments since the
Communist seizure of power.
Given in Washington area.
No other prerequisites.

Challenge of Worldwide Communism (3 weeks - all day)

For Career Trainees.
The historical development of the USSR and Communist China is
reviewed, together with an examination of the doctrine, organization,
and operations of the communist movement throughout the world.
Given in Washington area.
No other prerequisites.

Chiefs of Station Seminar (2 weeks - all day)

Primarily for Chiefs of medium size or smaller Stations, Deputy
Chiefs of Station and Chiefs of Base.
The chief focus is the COS and his administrative and operational
responsibilities.
Given in Washington area.
Prerequisites: SI clearance is required; for planning purposes a
biographic profile sheet should be forwarded with the application
form.

China Familiarization (1 week - all day)

For professional employees.
Covers survey of mainland China's geography, history, economic
factors, and its role in foreign affairs. Provides introduction to
the Chinese language, including pronunciation.
Given in Washington area.
No other prerequisites.

25X1

CIA Review (1 1/2 hours - morning)

For all returnees from the field.
Covers recent developments affecting the Agency's organization
and mission at the NSC, USIB, and Agency levels. Includes the
security reindoctrination lecture.
Given in Washington area.
No other prerequisites.

25X1

Clandestine Services Records III (Records Officers Briefing) (2 days -
part time)

Required for all CS Records Officers.
Outlines the responsibilities of the Records Officer in destroying or
disposing of CS records; in opening or closing official CS Files; in
desensitizing CS records material; and in functioning as a focal point
for information on the proper execution of records responsibilities.
A special briefing is included on the Records Officer's position vis-a-
vis the Records Integration Division, the CS Records Review Group,
and the CS Records Committee, as well as his place in the overall
records management program. A three-hour practical exercise
provides familiarity with the RO task.
Given in Washington area.
Prerequisites: CS Records I except for RID analysts who have had
RID Familiarization training. Present or projected assignment as a
CS Records Officer, or assignment requiring judgment in handling
and disposition of records.

Clandestine Services Review (9 days - all day)

For CS officers who have recently returned from overseas assignment.
Covers the organization and function of the Directorates, the CS in
detail.
Given in Washington area.
No other prerequisites.

Clerical Refresher (4 weeks - morning)

For clerical employees seeking to improve accuracy and to develop
speed in either shorthand or typewriting.
Separate instruction may be taken in either skill.
Given in Washington area.
No other prerequisites.

Communist Party Organization and Operations (3 weeks - morning)

For professional employees.
Covers organization and activities of communist parties, with
emphasis placed on those in countries in which they are not
dominant.
Given in Washington area.
Prerequisites: Introduction to Communism or equivalent in
headquarters or field experience.

Counterintelligence Familiarization (8 days - all day)

>   For Agency personnel who need knowledge of the essential
>   elements of counterintelligence (but who are not expected to
>   be CI Operations Officers) and for personnel supporting CI
>   operations.
>   Covers U.S. and Agency policy and doctrine for CI as well as
>   basic tactics.
>   Given in Washington area.
>   Prerequisites: CS Records I for CS personnel except for RID
>   analysts who have had RID Familiarization training; CS Records II
>   strongly recommended.

Counterintelligence Operations (2 weeks - all day)

>   For CS officers who will plan, manage, and engage in CI operations
>   in the field or who will guide and support CI programs and operations
>   in the field from Headquarters.
>   Emphasis is placed on the identification and selection of CI targets
>   and the organization and implementation of CI operations in the field.
>   Given in Washington area.
>   Prerequisites: Operations Course or Operations Familiarization or
>   Counterintelligence Familiarization or equivalent in field or headquarters
>   experience.

25X1

Effective Speaking (12 weeks - one morning a week)

>   For professional employees.
>   Covers principles of speaking as they relate to oral presentation.
>   Includes a lecture on selection and use of graphic aids.
>   Given in Washington area.
>   No other prerequisites.

Field Finance and Logistics (3 weeks - all day)

>   For operational support assistants and support officers required
>   to maintain budgetary, financial, and property records at a
>   Class B, C, Type II, or Type III Station.
>   Given in Washington area.
>   Prerequisites: Overseas assignment or work in this particular
>   field. Operations Support strongly recommended.

Geography of Communist China (3 weeks - all day)

>   For professional employees who need a better knowledge of the
>   geography of Communist China and of Mongolia to function more
>   effectively in their Agency assignments. The course will incorporate
>   geographically-related intelligence.
>   Given in Washington area.
>   No other prerequisites.

Information Reporting, Reports, and Requirements (3 weeks - all day)

>   For CS employees required to report intelligence information.
>   Covers official policies and procedures for completing a report as
>   well as practical exercises.
>   Given in Washington area.
>   Prerequisites: Introduction to Intelligence or equivalent in field or
>   headquarters experience.

Information Reports Familiarization (1 week - all day)

>   For CS employees assigned as junior reports officers or those
>   assigned to type CS reports and intelligence cables.
>   Given in Washington area.
>   No other prerequisites.

Intelligence Briefing (4 weeks - M W - mornings)

>   For professional employees with preference given to those who have
>   briefing responsibilities.
>   Instruction and practice in the basic techniques of intelligence briefing
>   using seminar discussions of briefing objectives and problems, prep-
>   aration and delivery of assigned briefings, and class and instructor
>   critique of performance. At least two of the briefings will be video-
>   taped. Also covered are platform techniques, audience and occasion
>   analysis, substantive organization, coherence and clarification devices,
>   design and use of briefing notes, design and use of visual aids, answer-
>   ing questions, and briefing-team techniques. Briefing assignments are
>   tailored to the areas of specialization and responsibility of the individual
>   members of the class.
>   Given in Washington area.
>   No other prerequisites.

Intelligence Production (9 weeks - all day)

> For Career Trainees.
> Provides detailed orientation into DDI components, emphasizing
> particularly the problems of producing finished intelligence. Also
> stresses the close working relationships between DDI units and other
> Agency and non-Agency (including both USIB and non-USIB) offices.
> The required course research paper is intended to give the CT pre-job
> experience in using Agency reference facilities as well as in producing
> finished intelligence.
> Given in Washington area.
> No other prerequisites.

Intelligence Research Techniques (2 weeks - all day)

> For analysts, librarians, reference analysts, and research assistants.
> Covers each stage of the research process from the origin of an
> intelligence research topic to the writing of a skeletal report. A
> research project is used as a practical exercise. Includes orientation
> on repositories of information and on value of collection programs.
> Given in Washington area.
> No other prerequisites.

Intelligence Review (2 weeks - all day)

> For middle-grade and senior officers who have been in the Agency
> at least five years.
> Covers the Agency's development under the central intelligence
> concept, recent organization developments to meet current and
> future responsibilities, changes in functions of the intelligence
> community, problems of coordination, and future trends in
> intelligence.
> Given in Washington area.
> No other prerequisites.

Intelligence Techniques (3 weeks - all day)

> For Career Trainees.
> Provides instruction and practice in the Agency's techniques used
> in the production of finished intelligence.
> Given in Washington area.
> No other prerequisites.

Introduction to Communism (2 weeks - all day)

    For professional employees at EOD or potential professionals.
Covers historical development of the USSR and Communist China
and the doctrine, organization and operations of the Communist
movement. (Part II of Intelligence Orientation Course.)
Given in Washington area.
No other prerequisites.

Introduction to Intelligence (2 weeks - all day)

    For professional employees at EOD or potential professionals.
Covers concepts of intelligence, the intelligence agencies of the
U.S. Government, and the Agency's responsibility for collection,
production, and dissemination of intelligence. Includes discussion
of the fundamentals of American beliefs and practices. (Part I of
Intelligence Orientation Course.)
Given in Washington area.
No other prerequisites.

Introduction to Map Reading and Imagery Analysis (8 days - spread over
3 weeks - all day)

    For professional employees who need to be able to use maps
effectively and to do simple photographic interpretation.
There is equal emphasis on map reading and photographic inter-
pretation. Other types of imagery analysis are introduced.
Given in Washington area.
No other prerequisites.

JCS-DIA Orientation (2 days - all day)

    For selected officers and civilians of the JCS, DIA and the military
services.
A semi-annual orientation on CIA by the Agency's senior officials.
Given in Washington area.
No other prerequisites.

Management (1 week - all day)

    For officers in Grades GS-11 through GS-14.
Examines current thinking in managerial style as it relates to com-
munication, employee motivation, and work performance. Exercises
in team-action problem-solving are used to provide students an
opportunity to apply the concepts and principles covered.
Given in Washington area.
No other prerequisites.

Approved For Release 2002/11/01 : CIA-RDP78-06370A000100010006-9

Managerial Grid (1 week - all day)

    For selected middle-level officers.
Grid concept of classifying leadership and managerial styles is
examined. Personal managerial styles are analyzed through team
and individual exercises designed to permit the understanding of
the managerial styles of others to serve as a means of diagnosing
problems which prevent effectiveness at any organizational level.
Priority given to individuals whose supervisors have completed the
Grid.

25X1A

    Prerequisites: For GS-14's who do not anticipate attending the
Midcareer Executive Development Course.

Midcareer Executive Development (6 weeks - all day - 240 hours)

25X1A

    For designated Midcareerists.
Covers the activities of components of the Agency, the U.S.
Government in its international setting, and problems of management,
also includes the Managerial Grid.
Given in Washington area
No other prerequisites.

Operations, Phase I (13 weeks - all day)

25X1A

    For Career Trainees who are preparing for careers as case officers.
Covers fundamentals of CS activities, emphasizing tradecraft
techniques, agent handling, reporting, project management, and FI,
CI, and CA objectives. Non-CTs are enrolled on a priority-need basis.

25X1A

    No other prerequisites.

Operations Familiarization (4 weeks - all day)

> For Career Trainees and for CS and non-CS officers whose responsibilities
> are in support of CS operations.
> Gives basic understanding of the fundamentals of CS operations and the
> familiarization of basic techniques and methods of operation use by the
> field case officer.

25X1A

> Prerequisites: Introduction to Intelligence or equivalent in field or
> headquarters experience.

Operations Support (3 weeks - all day)

> For CS employees with assignments overseas which will require their
> supporting the operational acitivities of CS officers in the field. Covers
> name checks, dispatch and cable writing, records maintenance, and
> tradecraft familiarization.
> Given in Washington area.
> No other prerequisites.

Orientation for Overseas (2 days - all day)

> For employees (and dependents) assigned to an overseas post for the
> first time.
> Covers the Agency's mission and functions, security, cover, legal
> and medical advice, and effective working relationships with people of
> other cultures.
> Given in Washington area.
> No other prerequisites.

Orientation to Intelligence (2 weeks - all day)

> For Career Trainees.
> Introduces the concepts of intelligence, the structure of the U.S.
> intelligence community and its relationship to the policy level of
> Government, and the responsibilities of the Agency for collection,
> production, and dissemination of intelligence.
> Given in Washington area.
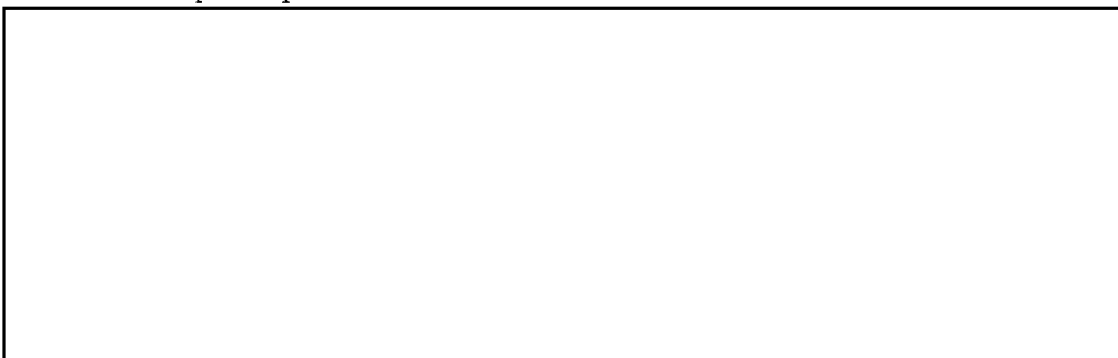> No other prerequisites.

25X1A

Project USEFUL (1 week - all day)

> For U.S. military officers (field grade and above) and civilians in
> the military (GS-13 and above).
> Includes functions and capabilities of the Agency to support the
> military and the support CIA requires of the military.
> Given in Washington area.
> No other prerequisites.

25X1A

Program for Representatives at Senior Officers Schools (3 days - all day)

> Given annually for Agency representatives selected by the TSB for
> attendance at Senior Officers Schools.
> Updates on significant developments affecting the Agency; includes
> instruction in techniques of briefing and in conducting seminars;
> provides an opportunity to meet recent senior officers school graduates
> and senior officials of the Agency.
> Given in Washington area.
> No other prerequisites.

Senior Management Seminar (1 week - all day - starts Sunday p.m.)

25X1A

> For GS-15s and above.
> Consists of the Managerial Grid. Selection by Senior Training Officers.
> Conducted by consultant.
>
> No other prerequisites.

25X1A

Senior Management Seminar (Planning) (1 week - all day - starts Sunday
                                                          p.m.)

> For GS-15s and above.
> Consists of Advanced Management (Planning) Course. Conducted by
> consultant.
>
> No other prerequisites.

Soviet Bloc Operations (2 weeks - all day)

    For CS staff officers and intelligence assistants.
Provides an orientation on the special nature of the Soviet Bloc
as a CS target. Required for those preparing for field assign-
ments in which substantial time will be devoted to the Soviet
Bloc target. Headquarters staff employees engaged in activities
against the Soviet Bloc will be admitted on a space-available basis.
Given in Washington area.
No other prerequisites.

Supervision (1 week - all day)

    For employees in grades GS-5 through GS-10 who have supervisory
responsibilities.
Explores current thinking on the role of the supervisor in terms of
personal behavior, responsibility for subordinates, and organization-
al and individual needs. Provides materials and a setting
experiencing and examining interteam and intrateam skills and
activities.
Given in Washington area.
No other prerequisites.

Support Services (6 weeks - all day)

    For Career Trainees assigned to the Support Services. (Young
non-CT professionals from within the Support Services, GS-8 through
GS-12, may be nominated to attend this course when Career Trainee
enrollment falls below eighteen students - anticipated CT enrollment for
fiscal years 1969 and 1970 is 8 - 10 per course.)
Acquaints students with organization and mission of various Support
Services components. Although field activities are discussed, emphasis
is on training for Headquarters assignments. Includes the Managerial
Grid and three-day ADP orientation courses.
Given in Washington area.
No other prerequisites.

Support Services Review: Trends and Highlights (3 1/2 days - all day)

    For professional Support Services employees (women as well as men)
in Grade GS-9 through GS-15.
Emphasizes significant trends and developments within the Agency's
support activities, and includes presentations on ADP, records
management, and planning, programming, and budgeting.

25X1A

No other prerequisites.

Vietnam Area (1 week - all day)

    For employees whose work is related to Vietnam.
Covers the geography, history, and social structure of Vietnam,
relevant aspects of peasant life and religion as well as attitudes
and values, and politics and administration. Within this frame-
work, examines nationalism, colonialism, communism, and
basic developmental problems. Considers the current scene and,
in particular, the role of the United States. Introduces the
Vietnamese language. Lecturers are drawn from other Government
units and universities, as well as from the Agency.
Given in Washington area.
No other prerequisites.

Vietnam Paramilitary Orientation (4 days - all day)

25X1A

    For male personnel going PCS to Vietnam.
Provides instruction in paramilitary skills. Covers map reading,
weapons and demolitions.

No other prerequisites.

Vietnam Station Orientation (3 days - all day)

    For all personnel preparing for assignments in Vietnam.
A familiarization on the Agency's mission and programs in the
area, with a view to increasing capabilities for planning, supporting,
and conducting operations.
Given in Washington area.
No other prerequisites.

Writing Workshop (Basic) (4 weeks - morning - Tuesday & Thursday)

    For professional employees. (Non-professionals may attend under
certain circumstances.)
Covers basic principles of grammar and rhetoric, and elements of
sentence construction and paragraph structure.
Given in Washington area.
No other prerequisites.

Writing Workshop (Intermediate) (4 weeks - morning - Monday & Wednesday)

    For professional employees. (Non-professionals may attend under
certain circumstances.)
Covers principles of good writing, including clarity, accuracy, and
logic.
Given in Washington area.
Prerequisite: Writing Workshop (Basic) or Writing Workshop pretest.

LANGUAGE TRAINING

The following was printed in the March-April 1968 OTR Bulletin. It is repeated to aid those preparing requests for internal language training.

a. Policy: Whenever possible, within security, time and cover limitations and the availability of instruction in a particular language, the Agency Language School facility will be used. If requirements cannot be satisfied internally, external facilities will be considered in the following order: Other Government (e. g., Foreign Service Institute, Defense Language Institute), then private concerns (e. g., Sanz, Berlitz, et al).

b. Centralization of Communications: Experience shows that it is far more efficient for prospective students to deal with component Training Officers rather than directly with either the Admissions and Information Branch (AIB) or the Language School (LS). There has been a multitude of instances where direct contacts between the student and the LS have resulted in serious misunderstandings or misinterpretations. In the majority of cases the training problem will be routine enough so that only normal paper work will be involved. If, however, a telephonic inquiry is required (prior to acceptance in the LS), it should be directed by the component Training Officer to Chief, AIB, [   ] extension [   ] This procedure considerably reduces confusion. Once external training has been decided on, information can be obtained by telephone directly from the External Training Branch, OTR, extension [   ]

c. Procedures for Internal Language Training: Form 73 will continue to be used to request internal language training. Care should be taken to ensure that all blocks are filled in. It is important to explicitly set forth the language goal (e. g., elementary, intermediate, etc.), whether the training is to be part time or full time, and the dates of student availability. The Agency language aptitude test must be taken prior to consideration for training. When completed the Form 73 should be forwarded to RS/AIB/OTR, Room 832, 1000 North Glebe Road, at least six weeks before the desired date to begin training. The Form 73 will be processed and necessary information added before forwarding it to LS for consideration and reply. Scheduled course dates are published in the OTR Catalogue of Courses and in the OTR Bulletin.

d. External Language Training Procedures: Once it has been determined that internal language training is either not possible or not appropriate, the alternative of external training arises. Requests for external language training as usual will be accomplished on Form 136,

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Request for Training at Non-Agency Facility, and the normal
procedures followed. In each case, the various training alternatives
will be individually weighed in light of the linguistic, cover, security,
time and cost factors involved. It is critical that there be a careful
statement of training goals and dates of student availability, however,
the linguistic background furnished on the Form 73 need not be
duplicated. When approved, the student will be individually and
fully briefed by OTR/ETB on all aspects of the training. It should
be noted that among the wide range of capacities offered by the
external training alternatives, virtually any linguistic requirement
can be filled.

e. Approval Process: Under the current system, approval is
accomplished as follows. First, it is anticipated that the majority of
applicants will be accepted for scheduled internal courses. When
this is the case the decision will be made prior to the four week
deadline. Every effort will be made to accept all candidates, however,
there are limitations imposed by the number of students received and
their capacity to fit into linguistically compatible groups. A study
group whose capacities or level are too disparate is neither satis-
factory from the stand point of linguistic success or morale. Acceptance,
once scheduled classes start, is usually dependent on being able to fit
into an ongoing class, which obviously reduces the chances for acceptance.
Strong motivation and hard work can to some degree replace aptitude,
but this has its limits. The LS reserves the right to cancel scheduled
classes where there are insufficient numbers of qualified students.
Students who must start before a scheduled class begins (or leave long
before it ends) or whose tenure will be subject to major interruptions
for TDY or training or whose aptitude and/or linguistic background
departs from the norm, may not be accepted. In these instances usually
external training will meet the requirement.

f. Time Factors: In cases of acceptance or rejection for training
by the Language School, a reasonable time period is necessary for the
components either to prepare for the student's absence or find other
alternative training. To permit this, the normal date of notification
of acceptance for internal training will be four weeks prior to the
scheduled starting date. Since the average processing time within OTR
is two weeks, this means the completed Form 73 should reach AIB
six weeks or more prior to the scheduled starting dates. While
applications received after this will be considered, it is plain that once
the selection is made and notification of acceptance forwarded, chances
for admission of late entries are reduced. Unfortunately early
submission cannot guarantee acceptance since this involves a function
of matching employees whose linguistic patterns are compatible. Every
reasonable effort will be made to meet earlier deadlines for acceptance
notification when required, however, if this precedes the selection
process OTR's responses can only be tentative.

g. Costs: Internal training is normally provided at no cost to
the component. External language training costs will vary widely
and are normally borne by the component; an exception is that OTR
will budget for <u>most</u> anticipated FSI language training. To cite a
few examples of costs (as of Feb 68), the FSI charges $1061 per
student for 16 weeks full time training in world languages and $3728
for 44 weeks of intensive "hard" languages (e.g., Asiatic, Slavic,
African, Arabic). The Defense Language Institute tends to be a
little less expensive and occasionally if there is just one Agency
student in a class where DLI has a fixed cost, we may participate
at no charge. The local private language schools (Sanz, Berlitz)
run $6 per hour and up (with 4 hours a day considered a normal full
time tutorial).

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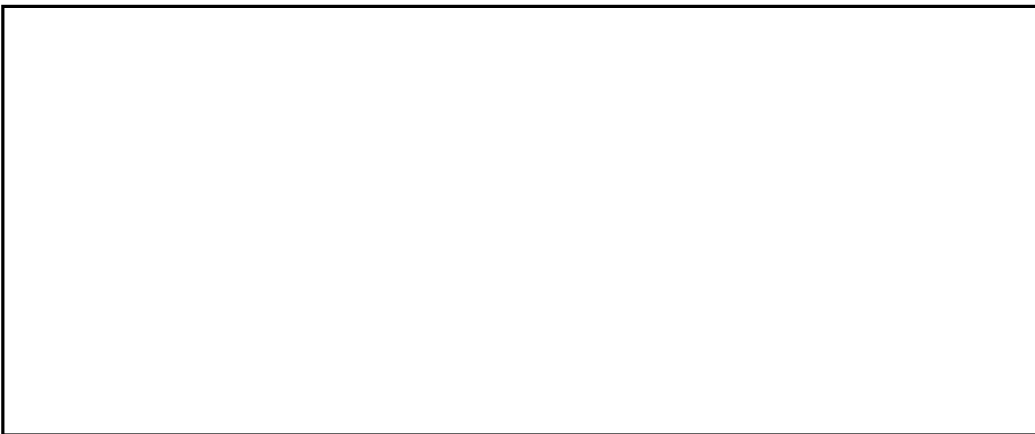
i. End of Course Report: At the termination of training a
final report will be prepared by the LS which will show: 1. The
language and number of hours of training given. 2. Final
proficiency level attained. This will be made a part of the Agency
Training Record, a copy will be provided to the sponsoring component,
and a copy filed in the employee's 201 file.

SCHEDULE OF TRAINING

The goal of the Language School is to provide effective instruction
to the maximum number of students in the shortest time in the
languages the Agency requires. To do this it has established schedules
for starting languages based on what experience indicates is the
ideal time and frequency for the maximum number of consumers. These
will be altered accordingly with ample notice given whenever it becomes
clear that there are either too many or too few runnings of a particular

language, where the need for a new language has risen to the
point where it should be added to the inventory, where requirements
have decreased to the point where it is not longer economically
desirable to contin ue a given language or changes in patterns
show other starting dates are desirable.   Any changes will be made only
after discussion with the principal users affected and then promptly
announced. It is felt, however, that fixed shcedules provide the
best planning base for components and Training Officers. Periodically,
surveys of anticipated input will be made for long range planning
purposes. When this occurs, it is vital to the success of the survey
that the responses be as realistic as possible. Time consumed in
recruiting and hiring linguists, then getting them security cleared,
requires considerable lead time from indications of need to having
a trained instructor available and functioning. In those cases where
the Language School provides the basic language skill and advanced
study is provided elsewhere (e. g., FSI or DLI), schedules will be
tailored to permit completion of the course plus, where applicable,
sufficient time to process for overseas. At the present time full time
study of World languages (German, French, Portugese, Spanish,
and Italian) is scheduled to begin every two months; all others will
start semi-annually. There are some indications that the two month
interval is too frequent to provide sufficient input to form classes
large enough to be economically justified; this periodicity is being
re-evaluated.

The rationale for full time trainees applies equally to part time
trainees. Where the available hours, goals or background are
incompatible with the majority of the other students, tutorials cannot
normally be arranged.

It should be obvious from the foregoing that preplanning (where
possible) pays dividends to both the component and the LS. One of
the main purposes of the selection process being four weeks prior
to the scheduled starting dates is to permit reasonable alternatives
being made available in sufficient time to meet the need.

Full-time Courses

Common Languages (French, German, Italian, Portugese, Spanish)

1 July 1968   3 September 1968

Czech, Hungarian, Polish, Russian, Serbo-Croatian

16 September 1968

All other Languages - 16 September 1968

Part-time Courses (All Languages) -   9 September 1968

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LANGUAGE PROFICIENCY TESTING

Language proficiency tests are conducted by the OTR Language School to maintain a current inventory of the Agency's language capabilities. The following schedule is for the use of employees who have an untested claim still on the record, and for those whose previously tested proficiency is over three years old, in accordance with the Agency's Language Policy and ⬚ CIA Foreign Language Program.

Training Officers should arrange tests for employees by contacting the Language School, extension ⬚

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Tests at Headquarters may be scheduled on the following dates:

French:	June	18, 19, 20, 21
	July	2, 9, 12, 16, 19, 23, 26, 30
	August	2, 6, 9, 13, 16, 20, 23, 27, 30
	September	6, 10, 13, 17, 20, 24, 27
German:	June	14, 19, 21, 26, 28
	July	10, 12, 17, 19, 24, 26, 31
	August	2, 7, 9, 14, 16
	September	4, 6, 11, 13, 18, 20, 25, 27
Spanish:	June	18, 25
	July	2, 9, 16, 23, 30
	August	6, 13, 20, 27
	September	10, 17, 24

Spanish tests are offered on a space-available basis at Arlington Towers on the following dates:

	June	13, 20, 27
	July	11, 18, 25
	August	1, 8, 15, 22, 29
	September	5, 12, 19, 26

Tests in all other languages are by arrangement.

LANGUAGE LABORATORIES

The following is information on the Agency language laboratories at Arlington Towers and Headquarters. This is presented in question and answer form as being most appropriate in providing the answers to the questions listed.

Question 1: What is the purpose of the Language Laboratories? For whom are they primarily intended and for whom would they probably be ineffective?

Answer: The primary purpose of the language laboratories is to serve as an adjunct to formal instruction provided by the Language School. Many employees use them on a self-study basis to maintain and improve proficiencies which they already possess. Some students with a high language aptitude and no previous knowledge of a language may profit from such study. The odds against productive use of the language laboratory increases when there has been no previous knowledge of the language, where the language aptitude is low, when the language itself is intrinsically difficult or motivation is not strong. It should be realized that with a few exceptions language tapes are produced with the idea of use as a supplement to formal language training -- not self study.

Question 2: What levels of proficiency and aptitude are required for successful use?

Answer: As implied above the greater the proficiency and aptitude the higher the likelihood for success. Motivation also should not be discounted.

Question 3: Exactly what aid is available through the laboratory beyond technical instruction on how to use the equipment?

Answer: The language laboratory technicians are, of course, fully competent to explain the use of the equipment and give some guidance on materials available in a specific language. The LS Staff personnel are available to a limited degree for consultation when self-study students encounter particular difficulties.

Question 4: What results can be anticipated by using the laboratory?

Answer: The results to be anticipated will vary with proficiency, aptitude, motivation, and the difficulty of the language. Many people are able to profit in a self-study situation; many are not. It is suggested that the student try using the laboratory for approximately 25 hours, then, based on his own self-apprasial of the results, make a judgment of the value of continuing further. A clue to the time required can be inferred from the Foreign Service Institute's estimate that 240 hours of formal

course training are required for an average student in one of the simpler languages to satisfy routine travel needs and achieve minimum courtesy standards. That is not to say that a much shorter time may not prove quite profitable and produce a useful base for expanding the proficiency once the person arrives in the foreign country involved.

Question 5: Is there an optimum amount of time to be spent at one sitting and how frequently should the laboratories be used to achieve the best results?

Answer: Most people find that the optimum amount of time is from one and a half to two hours. Regular attendance either daily or on alternate days is recommended for maximum results. Attendance which is spaced too far apart will result in undue memory loss; regular frequent attendance tends to reinforce previous learning.

Question 6: Can dependents use the language laboratories?

Answer: Normally, no; however, it can be arranged on a space-available basis in some cases where a clear need is established and formal approval obtained.

Question 7: Can tapes or texts be loaned out for home use? If a clean tape is provided can the language laboratory make a copy from the master tape?

Answer: No, neither tapes nor texts are available in sufficient number to permit loans. Facilities for copying tapes are limited and only the most justified cases will be considered.

Question 8: Can the laboratories profitably be used to supplement external language training?

Answer: Yes, particularly if material used by the external training source is reasonably compatible with the vocabulary and system used by the language laboratory. Certainly some value can be anticipated. The Language School can provide advice and guidance on the usefulness of such study.

Question 9: What are the capacities of the language laboratories?

Answer: The language laboratory at Arlington Towers is designed principally for use by students in formal language training. Some time is periodically available at odd hours for self-study students, however, it is best to call ahead (extension   The 20 booth laboratory in   **25X1A**
Headquarters Building is available during normal working hours and would

be able to handle any normal walk-in requirement. If by coincidence a large number of people were to arrive simultaneously, all desiring the same language, the resources would be overloaded.

Question 10: What languages are available and at what levels? Are there programmed texts?

    Answer: The language laboratory has material at the basic level for some 40 languages including Voice of America tapes in 10 - 12 languages but advanced material is not available for all of them. Some programmed tapes are available and although they have the advantages normally inherent in programmed texts, they suffer from the same limitations applicable to any total self-study situation. There is a constant effort being made to locate and procure useful validated language tapes which can be introduced into the laboratory.

Question 11: How does one go about using the laboratories?

    Answer: While the laboratory at the Language School is heavily used and may present availability problems to those who casually drop in, this is not true of the Headquarters laboratory, where booth space is normally available. Registration is not required. Hours are from 0800 - 1730 in Headquarters and 0830 - 1730 at Arlington Towers. Those laboratories are open to all employees, irrespective of grade, assignment, etc.

"Mommy, are all those men still taking language instruction?"

a close look
at the CIA

Reprinted from
AMERICAN
EDUCATION

25X1

"In two and a half years of working with these men I have yet to meet a '007,'" said President Johnson in June 1966, referring to the personnel of the Central Intelligence Agency. "In a real sense they are America's professional students; they are unsung just as they are invaluable."

Appreciation from the White House. But sometimes a cooler reception from the college campuses which furnish much of the manpower the CIA needs. At Stanford University last November, for example, 10 students drew disciplinary action for their activities in trying to block Agency recruiters. At Northern Illinois University, 20 students marched for a short time in bitter February weather in a protest demonstration. A few other colleges have experienced similar disruptive efforts this year, sometimes tied in with general anti-war or "student power" manifestations.

The problem seems to be basically one of communication. CIA doesn't exactly advertise. "The CIA doesn't need defending," said Charles J. Minich, the recruiter who encountered problems at Northern Illinois. He pointed out that the CIA is not a secret organization and that libraries have many books about the Agency, citing as an example The Real CIA by Lyman Kirkpatrick, a professor of political science at Brown University who formerly held a high post at CIA. Still, many people think about the Central Intelligence Agency in terms of glamorous fiction characters, exotic foreign assignments, clandestine meetings, and secrets passed in the dark.

As support to national policy, prelude to decision, or guide to action, our Nation's top officials must know what other nations are doing. They need to know the accuracy and realiability of the ICBM's of the USSR and Red China. They must be aware of Soviet advances in radar, and they must know just how much the Soviets know about our own progress or there can be no rational planning of America's prodigiously costly defense effort.

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*This article appeared in the May 1968 issue of the American Education Magazine and is provided for general interest to Agency employees.

CIA has the responsibility of reporting to the President, the
Secretaries of State and Defense, and other senior national security
advisors on events abroad. Its staff reads nearly everything that
comes into official Washington and covers the American and foreign
press. They distill information into brief, accurate reports, arrange
it in context, and present it in concise nonbureaucratic English. Each
top policy officer exercises a priority call on CIA's services, and
each is entitled to have his particular interest satisfied in the terms
most convenient to him.

Responsibility such as this places on CIA a burden for a high degree
as well as variety in its manpower. So CIA from its beginnings a quarter
of a century ago developed close ties with the field of higher education.
Colonel William J. Donovan, in designing the Office of Strategic Services
as a national intelligence unit, turned first to the academic community
for an organizational nucleus. He brought into the OSS such distinguished
educators as Professors William Langer and Edward S. Mason of Harvard
and Presidents James Phinney Baxter of Williams College and Walter
McConaughy of Wesleyan University. Others from the field of education
who served the Agency in its early days were Barnaby Keeney, now
chairman of the National Endowment for the Humanities; Presidential
advisors Arthur Schlesinger, Jr., and Walt W. Rostow; and John W.
Gardner, until recently Secretary of Health, Education, and Welfare
and now chairman of the Urban Coalition.

Ford Foundation's McGeorge Bundy in his 1964 book, The Dimensions
of Diplomacy, described the relationship between colleges and the CIA
in these words: "It is a curious fact of academic history that the first
great center of area studies in the United States was not located in any
university, but in Washington, during the Second World War, in the
Office of Strategic Services. In very large measure the area-study
programs developed in American universities in the years after the war
were manned, directed, or stimulated by graduates of the OSS.

"It is still true today, and I hope it always will be," Bundy continued,
"that there is a high measure of interpenetration between universities
with area programs and the information-gathering agencies of the
Government of the United States."

Currently, about 18 percent of CIA's professional employees have
had experience in education, and, according to a New York Times report,
the Agency would be able to staff any college from among its corps of
analysts, half of whom have advanced degrees, 30 percent the doctorate.
CIA's debt to education is further shown in the fact that a majority of all

the Agency's employees have earned baccalaureate degrees, 16 percent hold master's degrees, and five percent have attained Ph. D.'s. These academic degrees were awarded by nearly 700 colleges and universities in the United States and by 60 universities abroad. They comprise 281 major fields of specialization, the six most representative disciplines being history, political science, business administration, economics, English, and international relations.

Considering the years required for undergraduate and graduate study, the foreign experience amassed, and an average of 10 to 15 years of professional intelligence work on the part of its employees, CIA represents an unmatched reservoir of knowledge, competence, and skills at the service of the Nation's policymakers. Little wonder that it believes its missions are being accomplished not by flashy triumphs of espionage (it regards the occasional Colonel Penkovsky as a windfall), but by an enormous amount of painstaking work.

A prime need of the Central Intelligence Agency, its recruiters say, is young men and women with liberal arts training and a strong sense of history. They should be keenly aware of the forces of economics and politics and in substantial command of at least one foreign language. They must be intelligent and resourceful, personable and persuasive. They must be willing to work anonymously, and they must be willing to serve in far places as needs arise.

Research staffs of CIA require and work in an intellectual environment conducive to scholarly inquiry and contemplation. They are supported by a collection of source materials and library facilities that include 116, 000 volumes; they have access to external consultants and a foreign documents division that supplies translations and editorial assistance.

CIA's responsibility for research, analysis, and reporting on, for example, a particular phase of economics may involve the measurement of the entire economic performance of a country, or it may demand a detailed study of a narrower segment of the subject - major industries, transportation, communications, agriculture, international trade, finances - over a much larger geographical area. These assignments require graduate skills in economics, economic history, economic geography, area studies, and international trade.

Other components of the Agency call for other skills. One office, for instance, requires sensitivity to developing trends and the ability to synthesize from political, economic, and military intelligence, support for judgments regarding the intentions and capabilities of foreign governments. Many specialties of scientists, engineers, and technicians are

employed in the study of space technology and missile systems. The
art and science of photogrammetry are called upon in the critical
interpretation and analysis of aerial photographs, and, here, CIA
makes use of geologists, geodesists, geographers, foresters, archi-
tectural engineers, civil engineers, and people talented in the graphic
and illustrative arts. The electronic engineer may work on one of
the communications media so vital to the continuity of the intelligence
process. Physical and biological scientists may be members of the
research staffs responsible for surveying foreign scientific literature.

Singularly active in the use of computers for management applications,
scientific and engineering calculations, and information retrieval, CIA
offers mathematicians, systems analysts, computer programers, and
electronic engineers career opportunities in its unique and progressive
data processing complex. With CIA initiative, a high-speed facsimile
transmitter has been developed with which an untrained operator can
encipher and transmit a document at more than six pages per minute.
At that rate the entire Encyclopaedia Britannica could be transmitted
in about 60 hours.

For its administrative support arm to keep all of its human and
mechanical elements functioning efficiently and effectively, the Agency
seeks out law graduates, business and public administration majors,
medical officers and medical technicians, personnel management special-
ists, communications engineers, and technicians trained in wireless
transmission, reception, and maintenance.

CIA celebrated its 20th birthday in 1967, so it can no longer be
considered a newcomer to the national scene. Nearly half of its employees
have now served more than 15 years, and about 75 percent of its professionals
are over 35 years of age. This unusual depth of experience, however,
might sink into institutional formalism were it not for a farsighted, orderly,
career development process.

As a deterrent to professional obsolescence, each year several
thousand CIA employees attend some type of non-Agency program in
management, science and certain technical fields, language and area studies,
and in liberal arts. In any one month employees spend thousands of man-
days participating in training, on a full-or part-time basis, at a university,
senior service school, commerical firm, military facility, or another
Government agency. In addition, two universities in the Washington area
have established off-campus centers at the CIA headquarters building, where
Agency students may enroll in courses for credit in their off-duty hours.

While national security interests impose some limitations on CIA
employees, many write for publication, attend professional meetings,
and take periodic leaves of absence to teach and renew their contacts
with the academic world. Many take up or return to an academic
career upon leaving the Agency.

In addition to its external education program, CIA operates a
number of programs of internal instruction. Basic methods of acquiring
information are taught selected field personnel early in their careers.
They are also trained in such specialized skills as paramilitary techniques
and their application in counterinsurgency situations such as Laos and
Vietnam. But since these "tradecraft" subjects concern comparatively
few CIA officers, perhaps the most comprehensive example of in-house
training is Agency instruction in foreign languages.

Overall, CIA employees are able to speak and read more than 100
separate languages and dialects, while nearly half of all Agency personnel
possess foreign language skills in some degree. Thirty-eight percent
of CIA's professional employees speak one foreign language, 18 percent
have demonstrated capability in two languages, 14 percent in at least
three, and about five percent have facility in six or more languages. One
CIA officer, who must be unique in our Government, if not the world,
possesses abilities in 51 foreign languages, many of which were acquired
under CIA auspices.

Training in foreign languages is accomplished in a varied program
that ranges from 12-month, intensive, comprehensive courses to part-time
familiarization programs of only a few hours. It is also undertaken through
tutorial training and programed assisted instruction. CIA's emphasis on
spoken language skills originates from a major requirement for Agency
employees who serve abroad - ability in oral communication. For these
employees, the ability to read or write a language is secondary. On the
other hand, intelligence production specialists more often need to read
and evaluate foreign documents, frequently in a recondite field.

Language school instructors use techniques similar to those used
in traditional academic courses, but the subject matter and the technical
level of foreign language materials are quite different from those of most
universities. The language school has therefore developed additional
techniques, tailored to the Agency's interests. These include instructional
tape recordings in 60 different languages, a large and modern language
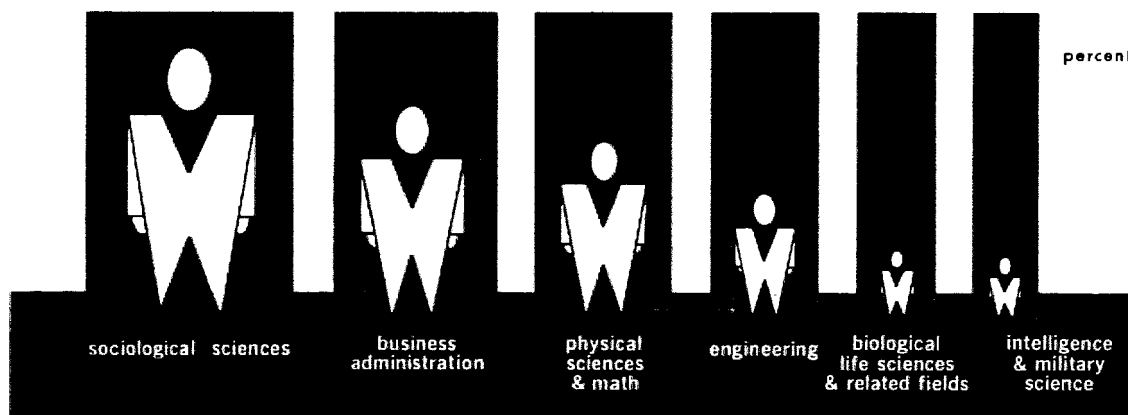laboratory, and a library of 4,000 language and area books.

The language faculty is made up of staff employees, scientific linguists, and contract employees, many of whom are employed on a full-time basis. With this staff, CIA's language school can provide full-time instruction in 20 languages and less intensive instruction in 35 others. About 40 percent of the students are under full-time instruction.

Taken in all its aspects, CIA's language instruction program is believed to have few, if any, rivals in the Free World.

And it is the Free World that CIA, in concert with other departments of our Government, is working to keep free. Twentieth century technology - and ideology - have forced the American intelligence system to grow in size and importance; yet the end products of this system remain information and judgment. Thus, the ultimate success of American intelligence and, in turn, American foreign policy, depends to a large extent upon the educational excellence of its responsible officers. CIA's officials freely admit this. They stress, though, that the responsibility is a two-way street and that the lives and freedom of us all could depend on the degree to which the American academic community can continue to fill this demanding requirement.

Educational Backgrounds of Professional Employees

percent

sociological sciences | business administration | physical sciences & math | engineering | biological life sciences & related fields | intelligence & military science

PRESIDENTIAL
TASK FORCE
ON TRAINING

In May 1966 President Johnson announced the creation of a task force to survey Federal programs for career advancement and to "make recommendations concerning better uses of education and training, both in the service and in outside educational institutions...to develop the talents and broaden the horizons of our career officers."

This Task Force addressed its efforts to a critical review of post-entry training and educational programs for Federal employees in professional, administrative, and technical occupations. It was given the responsibility for recommending action that would make maximum use of the best methods for learning and for renewal in a time of continuing change.

The Task Force, chaired by John Macy, chairman, Civil Service Commission, was made up of eleven top-ranking representatives of Government, private industry, organized labor, and higher education. Its study included what was going on in training and development not only in Government, but in industry and universities as well. It found that Federal agencies had much to be proud of in their training of employees in professional, administrative, and technical occupations, but that much improvement was still needed. It also found, not surprisingly, that in this huge, complex, diversified, decentralized organization called "the Government" there were vast differences in the amount, kind, and quality of training, ranging from the truly exemplary to the vitally nonexistent.

While recognizing that much variety in training programs was necessary to serve the needs of widely varying agency missions, the Task Force concluded that there should be a new Government-wide policy on training, clearly stated and applying to all agencies. It so recommended; and the President acted with the issuance of the Executive order of April 20 which was discussed in the March-April issue of this Bulletin.

This article was excerpted from the ASTD Training and Development Journal, September 1967, Vol. 21, No. 9.

WHY TRAIN?

The Task Force at the outset asked the question, Why train? - -
and the answers are relevant to all who are engaged in the training
function. The Government Employees Training Act placed the basic
responsibility for an employee's own development on the initiative
of the employee himself, and made all other training supplemental
to his efforts. If he wants to learn, to advance, opportunities should
be at hand to help him. Once he is motivated to seek them out, he
should get guidance from management.

Where management adds to the motivation to learn, develops
training plans, provides texts and other materials, and answers
questions as they arise, the learning time is greatly reduced. Train-
ing accelerates learning. At the same time, it lets employees
share management's viewpoint on the work at hand, what should be
done, and where and when and how, to make training most productive.
Such insight into management thinking helps prepare specialists who
will eventually advance to management responsibilities.

The Task Force found that agencies train for a variety of purposes.
They train to prepare employees for more responsible work. They
train to foster employee understanding of agency goals, to promote
optimum utilization of employee abilities, and to develop new employee
skills and knowledge. They train to improve the quality of the work
done--the quality of supervision--managerial effectiveness--agency
administration. They train to cultivate excellence. They train to
instruct in new methods, procedures, and technology.

These are all good reasons for investing in training. Some are
more significant than others. One of them has particularly dramatic
current impact: "To instruct in new methods, procedures, and
technology." It can apply to employees in virtually all occupations
and grade levels.

Ours is an age of such constant and conspicuous change that it
makes the most exacting demands on the people who must keep up
with it. Professional and technical employees, and the executives
who must bring knowledgeable administration to their fields, are
affected daily by change--indeed, they themselves are continuously
creating it. The problems they face are sharply focused in a report
by the National Commission on Technology, Automation, and
Economic Progress, which states that--

> Half of what an engineer has learned today
> will be obsolete in 10 years.

Half of what he will <u>need</u> to know 10 years
from now is not available to him today.

<u>80 percent of</u> modern medical practice was
discovered in the last <u>20 years</u>.

Knowledge is now accumulating at such a
rapid rate that it will <u>double</u> in the <u>next</u>
<u>15</u> years.

Obviously, management-sponsored training for employees
involved with such change must be knowledgeable, thoroughly
planned, and precisely carried out. Haphazard support for
professional, administrative, and technical employee learning
can be only wasteful of valuable time and invaluable skill.

WHERE TRAIN?

The Task Force found the Government Employee's Training
Act (GETA) of 1958 adequate for 1967, and recommended no
additional legislation. It found a need within agencies to distinguish
more clearly between education and training which should be
Government-conducted and that which should be obtained in univer-
sities. The general policy is, and will continue to be, that Federal
facilities should be used whenever adequate and economical. But
some further definition was needed.

Government is best suited to provide training in specializations
dealing with specific Government programs; training in techniques
closely related to work performance; training in agency and Federal
policies, programs and procedures; and training in frontier areas,
such as space technology, where a Federal agency is the prime
source of advanced, specialized knowledge.

Universities should be used primarily for basic education and
knowledge of academic disciplines, for preparation for professional
careers, for broad learning about our society as a whole, and for
horizon-stretching courses for selected experiences career officers.

Except in very special cases, employees should obtain under-
graduate education at their own expense. It is most important to
make certain that all Government-supported training and education
support agency mission and management needs.

Projections indicate that the number of bachelor's degrees in
the natural sciences, social sciences, humanities, and related

professions will increase by 68 percent in the coming ten years.
Moreover, the number of master's degrees will go up 83 percent
and doctorates 94 percent. It is easy to see that universities will
continue to be under heavy pressure.

But Government and industry have a common need: to update
professional, administrative, and technical personnel during their
working lives. Most university courses, as now offered, are
directed to inexperienced rather than mature persons. Although
we realize the demands on their facilities, we nevertheless
recommend that universities create new types of academic programs
for the mid-career updating of Federal employees.

Members of the Task Force found ample evidence that money
spent for employee development is money well spent. With
respect to management training, for example, all ten of the
companies found by a jury of 300 highly-placed industry executives
to be the best managed in the United States have active, continuing
management development programs. Federal agencies appraised
by Government executives as above-average performers have above-
average management and specialist training programs. Task Force
members believed this is no coincidence. Effective training can and
does bring about improved performance. This conviction was behind
every suggestion and recommendation in the Task Force report, and
all the provisions of the Executive order are directed toward it.

Mr. Macy in concluding a speech to the American Society for
Training and Development in May 1967 said, "In summary, let me
just outline some of the things we must all do if we are to be success-
ful in penetrating the manpower barrier. We all know that no national
resource is in such critically short supply today as human talent--the
human resource. It is a problem that affects all of us. It calls for a
concerted mobilization of effort. We must have a reinforced and
enriched partnership of business and Government to solve the problems
of our time, for we are involved in them together--whether they
concern peace and progress in a nation halfway around the world or
new hope for the slums of the inner city half a mile away. We must
have better communication with the schools and colleges, to give
them a better understanding of the skills and knowledges that are
needed and that they should provide.

We must realize that our joint responsibility calls for something
more constructive than an endless competion between us for talent.
I think we should foster the interchange of talent, and I hope we will--
but we cannot be consumers of talent only. We must also, all of us,
be developers of talent. And development on the job is the most
important of this responsibility.

As I said when I began, employee training has finally
been accorded its rightful place as one of the most important
aspects of management. I sincerely hope that your realization
of the wide recognition of the importance of your work will be
an inspiration to you throughout this conference and the coming
year."

SELECTING A COLLEGE

High school students and their parents too often wait longer than they should to begin their search for a suitable college. They are not sufficiently aware, apparently, of the amount of time it takes to do the "detective work" and the importance of starting early. The following guidelines may be of help in timing the search and selecting the college.

By the time a student enters high school he should know whether he intends to go to college so that he can arrange to take the basic college preparatory courses. During the sophomore year--but certainly no later than the junior year--the admissions requirements of a limited number of potentially interesting colleges should be ascertained in order to include in the schedule the necessary high school courses and to plan for the College Entrance Exams.

The investigation of suitable colleges should be started by listing the features of major concern to the student and the parents. The list will include:

> Program (Liberal Arts, Chemistry, Business
>   Administration, etc.)
> Cost (State-supported schools are less expensive)
> College Character:
> > Urban/Rural   Church-affiliated/secular
> > State/Private   All-male/all-female/Co-ed
> > Small/Large   Distance from home
>
> Faculty (Percentage with advanced degrees)
> Physical Facilities (Dormitories, Laboratories, Libraries,
>   etc.)
> Entrance Requirements (Will the student be able to
>   meet standards)

Several excellent reference books can be found in Public Libraries, the Guidance Office of the High School, Headquarters Library, or in the Registrar's Office in the Office of Training. Lovejoy's College Guide is a good one with which to start, because it list alphabetically most of the curricula taught in over 2,000 colleges in the United States. Under each curriculum the States are listed alphabetically, and within the State, also alphabetically arranged, are listed the names

of the colleges which give degrees in each curriculum. The
main body of the book is devoted to descriptions of the Colleges
and Universities arranged alphabetically under each State. The
descriptions will give you some information on all the items on
your list.

"Lovejoy's", however, may not give sufficient data, but
Comparative Guide to American Colleges by Cass and Birnbaum
and The College Handbook published by the College Entrance
Examination Board (CEEB) contain additional information which
will be helpful in limiting choices to four or five colleges. The
following breakdown could be used as a guide:

1. Two or three colleges whose basic requirements are
   met, but whose "selectivity" is such that the applicant
   may not be accepted.

2. One college which satisfies the student's listed criteria
   and which requires less than his accomplishments, so
   that acceptance is virtually certain.

3. One college which falls between the two groups described
   above.

After the tentative choices are made, obtain (from the Library,
School Guidance Office, etc.) copies of the catalogues of each
institution in order to ascertain specific entrance requirements.
These will determine the special subjects to be taken in high school
in addition to those in the general college prep course. They also
dictate the kind of entrance exams to be taken: either CEEB or
ACT (American College Testing Program). Not all colleges require
the same series of tests. Some prefer tests given at a specific time,
while others require no entrance exams. It is wise, therefore, to
know the exact requirements of each school.

The "College Boards" (really, the College Entrance Examination
Board Tests) are given five times a year: in December, January,
March, May, and July. They consist of two main parts; the Scholastic
Aptitude Test (SAT), given in the morning of the test date, and the
Achievements Tests (AT), given in the afternoon of the same day.
The SAT is made up of the verbal and the mathematical sections.
Achievement Tests are given in fifteen subjects, but only three may
be taken in any one afternoon. Colleges which subscribe to the CEEB
usually require the SAT, but each school makes its own choice of the
desired number of achievement tests. College catalogues clearly
state these testing requirements.

It would be wise to plan to visit several colleges. The summer between the Junior and Senior years is ideal. Make an appointment with the Director of Admissions Office before going. An interview with a staff member will provide answers to many questions, whereas just a walk around the campus without a competent guide will not. During the interview parents should stay in the background and allow the student to communicate with the interviewer.

Having tailored the high school courses, scheduled the "College Boards", visited several campuses, and selected four or five colleges, the final step in this preliminary phase of choosing a college is writing to each of these colleges and asking for an application and a copy of their catalogue.

Further information and assistance can be obtained from:

1. Guidance Counselors in the High School

2. Students home from college on holidays

3. College nights in high schools where representatives from universities give talks and answer questions.

4. Magazine articles

In a future issue of the OTR Bulletin we plan to describe, at some length, the types of educational financial aid available and the procedures for applying for financial assistance.

NON-AGENCY TRAINING

This section of the OTR Bulletin includes information on selected non-CIA courses or programs related to the professional development of Agency employees. Attendance may be sponsored by the Agency provided participation can be linked directly to the employee's assignment. Agency sponsorship must be approved through the Training Officer who will submit a Form 136, "Request for Training at Non-Agency Facility" (June 1966 Revision), for each course. Applications of overt employees are sent directly to the Registrar's office, those for non-overt employees are sent to CCS/Ops Serv/DDP first, then to the Registrar. Notification by the Registrar of approval of the application is required before registration procedures are initiated. To avoid delay and requests for further information, it is critical that all applicable blocks be completed and approving signatures be included. Item 30 is particularly significant in this regard; it is critical that this block contain a concise statement of objectives and a clear statement relating this objective to the employee's job requirements. Whenever possible, objectives should indicate precisely what capability will be altered or enhanced at the completion of the course. For example, a request for language training might read:

> "At termination of training employee should be able to translate (at the intermediate level) Chinese language newspapers."

A request for maintenance training might read:

> "At the end of the program the employee should be able, without supervision and with normally available tools, to accomplish first echelon maintenance on the KZL-27, using the KZL-27 Maintenance Manual."

For additional information on the courses in this section or on other external training, call AIB/OTR, extension [   ] On matters of registration and financial or budgetary procedures, call ETB/OTR, extension [   ] Where academic training is involved or would be germane, a statement covering the applicant's academic background and applicable specialization (e.g. BA - History) is requested.

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Non-Agency Training continued

NOTE:

If an employee desires to attend a self-sponsored course or
program, he is required by [   ] to send a   25X1
written request for approval through his office to the Director
of Security. *

Training Officers whose components have personnel assigned
outside Washington in the Continental U.S. should bear in mind
the possibilities of external training in their locality. Specifically
this would include Department of Defense Courses, Civil Service
Regional facilities, private concerns, and academic institutions.
Training requirements can often be satisfied in place rather than
postponing the problem for a Headquarters assignment.

* For those officially sponsored, however, ETB/OTR has established
notification procedures with the Office of Security's Employee Activity
Branch; Form 879, "Outside Activity Approval Request," is not
needed in these cases.

INTERAGENCY TRAINING PROGRAMS

Civil Service Commission

Financial Management and PPBS

INTRODUCTION TO SCIENTIFIC COST ANALYSIS
1 - 3 July   1900 E. Street, N. W.

A new course. No description available yet. Cost: $145.

PLANNING, PROGRAMMING, BUDGETING SEMINAR
7 - 19 July   University of Maryland

This two-week residential course will include substantially the same
material as the three-week course. The course will provide: 1. a
grasp of the underlying economic base of program budgeting, 2. a
working knowledge of the structure and functioning of PPBS, and
3. an introduction to sophisticated quantitative approaches to management
planning and control. The cost is $300 for tuition and books. The cost
for housing and food is additional.

FINANCIAL MANAGEMENT FOR OPERATING EXECUTIVES
29 July - 1 Aug   1900 E. Street, N. W.
26 - 29 Aug

This course covers the relationship of financial management systems
to overall planning and control systems. For GS-14's and above.
Cost: $145.

COST BENEFIT WORKSHOP
29 July - 2 Aug   1900 E. Street, N. W.

The course is designed to provide the maximum amount of participation
in actual analysis and will cover such topics as PPBS requirements,
introduction to Systems Analysis, definition of objectives and selection
of benefit criteria, model building, and cost estimation. For GS-11's
and above. Cost: $165.

FINANCIAL MANAGEMENT FOR PROGRAM ADMINISTRATORS
5 - 8 Aug   1900 E. Street, N. W.

Class sessions provide an understanding of basic economic and
financial concepts and an integrated view of finance and management
in a governmental environment. For GS-11 - 14 or equivalent.
Cost: $145.

Civil Service Commission (cont)

PLANNING, PROGRAMMING, BUDGETING GENERAL ORIENTATION
6 - 7 Aug   1900 E. Street, N. W.

This introductory course provides an understanding of the fundamental
principles underlying the planning, programming and budgeting systems.
For GS-13 and below. Cost: $45.

MANAGEMENT OF GOVERNMENT FINANCES
12 - 16 Aug   1900 E. Street, N. W.

The program covers the nature, purposes, and systems of financial
management in the Federal Government. For GS-13 through GS-15.
Cost: $165.

Automatic Data Processing

PRINCIPLES AND PRACTICES OF AUDITING IN THE ADP SYSTEMS
ENVIRONMENT
12 - 30 Aug   1900 E. Street, N. W.
9 - 27 Sept

The course will provide an understanding of the impact of ADP on
auditing and will familiarize auditors with internal controls, audit
trails, tools, techniques, and methods which are generally applicable
to the audit of ADP Systems. Cost: $160.

EXECUTIVE SEMINAR IN AUTOMATIC DATA PROCESSING
5 - 6 Sept   1900 E. Street, N. W.

The seminar will focus on matters of concern to top management
and will include capabilities of Electronic Data Processing equipment,
feasibility studies, implementing the decision to automate, effects of
EDP systems on organizational structure, and the future of ADP in
government management. For GS-15 and above. Cost: $90.

EXECUTIVE SEMINAR IN OPERATIONS RESEARCH
9 - 10 Sept   1900 E. Street, N. W.

The subject matter discussed will include capabilities, philosophy,
effects, and evaluation of operations research. For GS-15 and above.
Cost: $90.

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Civil Service Commission (cont)

DECISION LOGIC TABLE WORKSHOPS
10 - 12 Sept   1900 E. Street, N.W.

The course will begin with an introduction to decision logic tables
during which the student will learn to construct and use the tables.
The student should derive a good working knowledge of decision logic
table which should prove beneficial in management, communications,
documentation, and programming areas. For GS-09 and above.
Cost: $95.

General Management

WORKSHOP IN EQUAL EMPLOYMENT OPPORTUNITY FOR CONTRACT
COMPLIANCE OFFICERS
12 - 16 July   1900 E. Street, N.W.

The workshops will provide an intensive training experience in such
areas as: background of minority group employment, official
Federal policy, problems and techniques of problem identification,
and skills in conducting the compliance review. Cost: $100.

INTRODUCTION TO SCIENCE AND ENGINEERING IN GOVERNMENT
26 - 28 July   1900 E. Street, N.W.

This program will give junior level scientists and engineers an
opportunity to gain a perspective on their roles and that of their
professions within the Federal structure. For GS-05 - 11. Cost: $45.

Personnel Management

INTRODUCTION TO PERSONNEL MANAGEMENT
8 - 12 July   1900 E. Street, N.W.
26 - 30 Aug

This program defines and discusses the several personnel manage-
ment specialties and their interrelationships. For GS-05 - 09's.
Cost: $110.

POSITION CLASSIFICATION AND THE MANAGEMENT PROCESS
22 - 26 July   1900 E. Street, N.W.

This is a fundamental program on the nature of position classification
in personnel administration and how it contributes to the management
process. For GS-05 - 09's. Cost: $110.

Civil Service Commission (cont)

TRAINING INSTITUTE FOR RECRUITERS
19 - 22 Aug   1900 E. Street, N. W.

Helping Federal recruiters sharpen their skills is the objective of
this course.   Cost: $85.

"We don't have the choice of having or not having
executive development. The choice is whether we plan
for it and commit institutional resources to it, or
whether we allow the normal processes of bureaucracy
to do the job for us with the result that we get people
who are provincial, protective, and resistant to all
kinds of social and organizational change."

"The job itself is a potent device for the training of
executives. Some of the best training is given day
by day in familiar surroundings. But the job cannot
be the sole method of training. Executives must grow
bigger than their jobs. It is especially important
that executives need and want help. Executive develop-
ment is largely self-development.

Roger Jones*

*Senior Consultant, the Bureau of the Budget Formerly
Deputy Under Secretary of State for Administration
(1961 - 1962); Formerly Chairman, Civil Service
Commission (1959 - 1961).

1968 SUMMER SESSION SCHEDULES
WASHINGTON AREA UNIVERSITIES

Note to Training Officers: ETB must have requests for Agency
sponsorship of employees in courses at the following universities
a minimum of three weeks prior to registration.

AMERICAN UNIVERSITY

18 & 19 June 1968:	Registration
20 June 1968:	Classes Begin
30 August 1968:	Classes End

CATHOLIC UNIVERSITY

1 & 2 July 1968:	Registration
3 July 1968:	Classes Begin
14 August 1968:	Classes End

DUNBARTON COLLEGE

22 June 1968:	Registration
24 June 1968:	Classes Begin
5 August 1968:	Classes End

DISTRICT OF COLUMBIA TEACHERS COLLEGE

24 June 1968:	Registration
25 June 1968:	Classes Begin
2 August 1968:	Classes End

DEPARTMENT OF AGRICULTURE GRADUATE SCHOOL

27 May - 1 June 1968:	Registration
Week of 3 June 1968:	Classes Begin
Week of 12 August 1968:	Classes End

GALLAUDET COLLEGE

17 June 1968:	Registration
17 June 1968:	Classes Begin
9 August 1968:	Classes End

GEORGE WASHINGTON UNIVERSITY

First Session:

17 June 1968:	Registration
18 June 1968:	Classes Begin
24 July 1968:	Classes End

Second Session:

25 July 1968:	Registration
26 July 1968:	Classes Begin
30 August 1968:	Classes End

GEORGETOWN UNIVERSITY

First Session:

17 June 1968:	Registration
17 June 1968:	Classes Begin
24 July 1968:	Classes End

Second Session:

25 July 1968:	Registration
25 July 1968:	Classes Begin
30 August 1968:	Classes End

HOWARD UNIVERSITY

17 June 1968:	Registration
18 June 1968:	Classes Begin
26 August 1968:	Classes End

MONTGOMERY JUNIOR COLLEGE

13 May - 17 June 1968:	Registration
19 June 1968:	Classes Begin
13 August 1968:	Classes End

PRINCE GEORGES COMMUNITY COLLEGE

14 June 1968:	Registration
17 June 1968:	Classes Begin
26 July 1968:	Classes End

UNIVERSITY OF MARYLAND

24 & 25 June 1968:	Registration
26 June 1968:	Classes Begin
2 August 1968:	Six week course ends
16 August 1968:	Eight week course ends

UNIVERSITY OF VIRGINIA, NORTHERN VIRGINIA CENTER

27 May - 12 June 1968:	Registration
17 June 1968:	Classes Begin
23 August 1968:	Classes End

NORTHERN VIRGINIA COMMUNITY COLLEGE

18 June 1968:	Registration
19 June 1968:	Classes Begin
30 August 1968:	Classes End

GEORGE MASON COLLEGE

First Session:

14 June 1968:	Registration
17 June 1968:	Classes Begin
19 July 1968:	Classes End

Second Session:

22 July 1968:	Registration
23 July 1968:	Classes Begin
23 August 1968:	Classes End

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SECRET

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DEPUTY DIRECTOR OF TRAINING

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REGISTRAR STAFF

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OPERATIONS
SCHOOL

SUPPORT
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LANGUAGE
SCHOOL

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